WRITING ASSESSMENT PROGRAM 1988

PRELIMINARY REPORT
GRADE 8 TEST DATA
FRANCO-MANITOBAN SCHOOLS

Manitoba
Education

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MANITOBA WRITING ASSESSMENT 1988

GRADE 8

PRELIMINARY REPORT

FRANCO-MANITOBAN SCHOOLS

A REPORT OF THE

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

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PREFACE

This Preliminary Report is the first of three reports on the findings of the 1988 Writing Assessment. It contains a summary of student performance for the provincial sample as a whole. No individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. As well, this report will include analyses of the comparison testing and the teacher questionnaire. A Summary Report will also be prepared for wider dissemination than the Final Report.

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CHAPTER 1

TEST CONTENT AND SCORING

The 1988 grade 8 Writing Assessment test was administered throughout the province during the first two weeks of May, 1988. A systematic random sample consisting of 50% of all students enrolled in grade 8 Anglais in Franco-Manitoban schools was drawn. The returned sample totalled 200 papers.

The test consisted of two writing tasks and a short spelling test. The first task, Persuasive Writing, required students to take a position for or against one of six statements. The second task, Narrative Writing, required students to write a story set in one of four time periods. The spelling test contained twenty-four words.

Both written products were evaluated on two types of scales: a General Impression Marking Scale (one score) and Analytic Marking Scales (nine scores). Thus, each student paper was assigned ten different scores for each written product.

General Impression Marking (GIM) is a judgement about the overall quality of a student's writing, given the purpose of the writing, the audience to which the writing was addressed, and the performance expectations at that grade level. Each written product from each student was read quickly by two different raters for a general reaction. Each rater assigned a score of 1 (low) to 6 (high). (Zero was assigned if there was insufficient material on which to base a judgement.) If the scores of the two raters did not differ by more than one point, the two scores were added together to give a final GIM score.

If the scores of the two raters did differ by more than one point, the paper was read for a third time by an adjudicator. (Adjudicators were scorers chosen because of their experience in doing this type of marking.) In the adjudicated cases the final GIM score was obtained by applying the following rules:

(1) If the adjudicator's rating was midway between the first two ratings, then the adjudicator's score was added to the average of the first two scores.

(2) Otherwise, the adjudicator's score was added to the closer of the other two scores.

Like general impression marking, the Analytic Scales are quick, qualitative judgements about the effectiveness of a piece of writing. Analytic Scales, however, are measures of the effectiveness of particular qualities of a paper. For the provincial writing assessment, nine different qualities were selected for testing:

1. Organization and Sequence
2. Wording and Style
3. Focus or Theme
4. Ideas

5. Choice of Details and Elaboration of Ideas
6. Sentence Structure
7. Usage
8. Punctuation and Capitalization
9. Spelling

A paper was assigned a score between 1 (low) and 6 (high) for each of the nine qualities. Zeros were assigned if there was insufficient material on which to base a judgement.

CHAPTER 2

RESULTS OF PERSUASIVE WRITING

This chapter presents a summary of the scores assigned on the persuasive writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 3 contains four sample persuasive writing scripts along with the marks assigned by the provincial scorers.

General Impression Marking

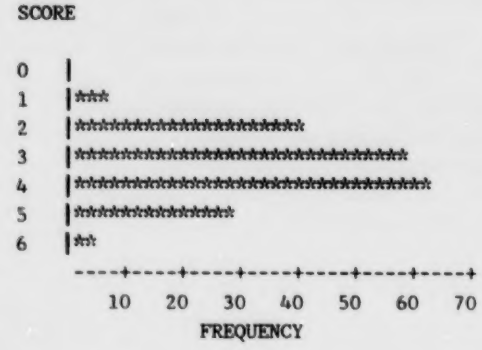
G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	|	1	1	0.5%	0.5%
1	|	1	2	0.5	1.0
2	|**	4	6	2.0	3.0
3	|*******	14	20	7.0	10.0
4	|**********	20	40	10.0	20.0
5	|********	17	57	8.5	28.5
6	|********************	38	95	19.0	47.5
7	|********************	39	134	19.5	67.0
8	|**********	21	155	10.5	77.5
9	|********	17	172	8.5	86.0
10	|**********	20	192	10.0	96.0
11	|***	7	199	3.5	99.5
12	|	1	200	0.5	100.0

```
    ----+----+----+----+
       10   20   30   40
          FREQUENCY
```

Mean: 6.64
Standard Deviation: 2.32

Analytic Marking

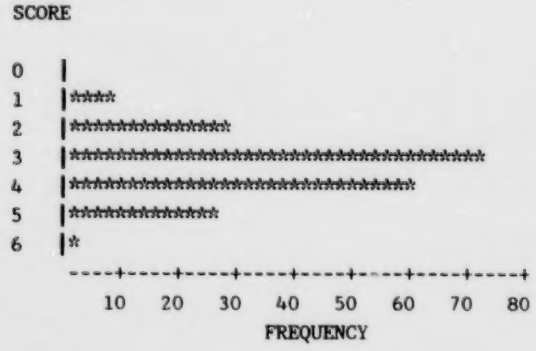
1. ORGANIZATION AND SEQUENCE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	1	1	0.5%	0.5%
1	6	7	3.0	3.5
2	40	47	20.0	23.5
3	58	105	29.0	52.5
4	63	168	31.5	84.0
5	28	196	14.0	98.0
6	4	200	2.0	100.0

Mean: 3.38
Standard Deviation: 1.13

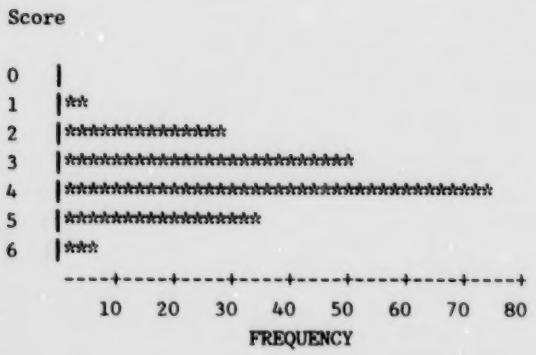
2. WORDING AND STYLE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	1	1	0.5%	0.5%
1	9	10	4.5	5.0
2	28	38	14.0	19.0
3	73	111	36.5	55.5
4	60	171	30.0	85.5
5	27	198	13.5	99.0
6	2	200	1.0	100.0

Mean: 3.36
Standard Deviation: 1.08

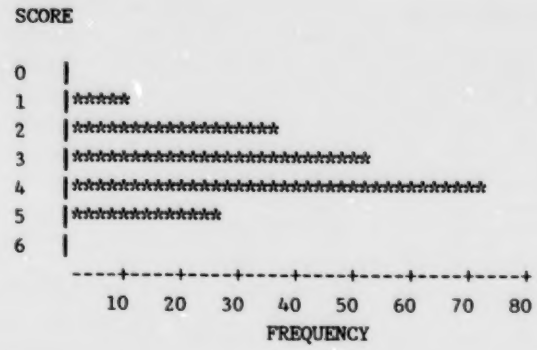
3. FOCUS OR THEME



Score	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	1	1	0.5%	0.5%
1	5	6	2.5	3.0
2	29	35	14.5	17.5
3	50	85	25.0	42.5
4	74	159	37.0	79.5
5	35	194	17.5	97.0
6	6	200	3.0	100.0

Mean: 3.60
Standard Deviation: 1.13

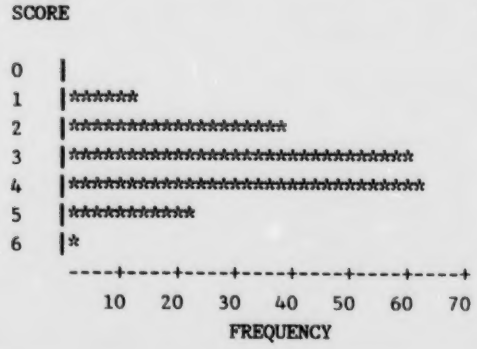
4. IDEAS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	1	1	0.5%	0.5%
1	10	11	5.0	5.5
2	36	47	18.0	23.5
3	53	100	26.5	50.0
4	72	172	36.0	86.0
5	27	199	13.5	99.5
6	1	200	0.5	100.0

Mean: 3.35
Standard Deviation: 1.12

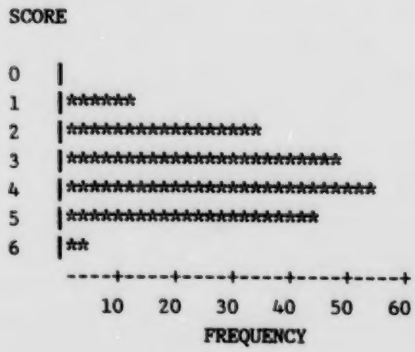
5. CHOICE OF DETAIL/ELABORATION



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	1	1	0.5	0.5%
1	12	13	6.0	6.5
2	39	52	19.5	26.0
3	60	112	30.0	56.0
4	62	174	31.0	87.0
5	23	197	11.5	98.5
6	3	200	1.5	100.0

Mean: 3.26
Standard Deviation: 1.15

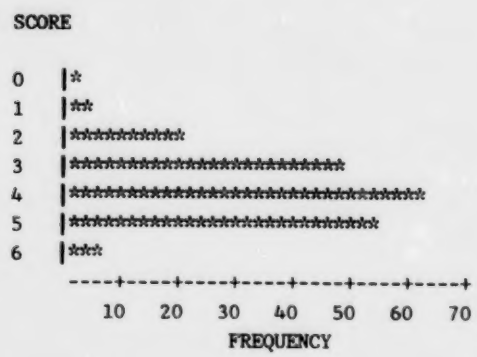
6. SENTENCE STRUCTURE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	1	1	0.5%	0.5%
1	13	14	6.5	7.0
2	34	48	17.0	24.0
3	48	96	24.0	48.0
4	54	150	27.0	75.0
5	45	195	22.5	97.5
6	5	200	2.5	100.0

Mean: 3.48
Standard Deviation: 1.28

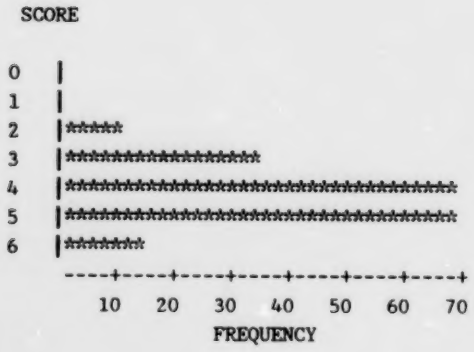
7. USAGE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	2	2	1.0	1.0%
1	5	7	2.5	3.5
2	21	28	10.5	14.0
3	48	76	24.0	38.0
4	63	139	31.5	69.5
5	55	194	27.5	97.0
6	6	200	3.0	100.0

Mean: 3.77
Standard Deviation: 1.18

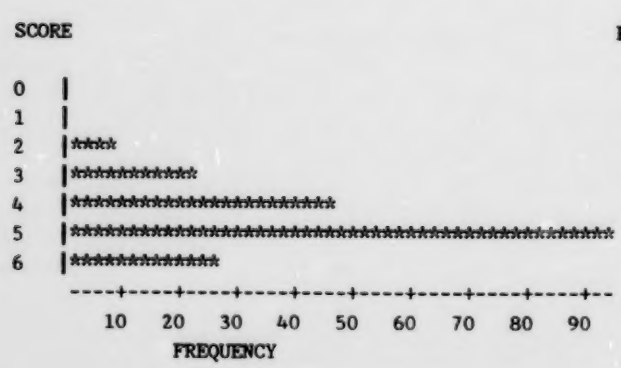
8. PUNCTUATION AND USE OF CAPITALS



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	1	1	0.5%	0.5%
1	1	2	0.5	1.0
2	11	13	5.5	6.5
3	35	48	17.5	24.0
4	69	117	34.5	58.5
5	69	186	34.5	93.0
6	14	200	7.0	100.0

Mean: 4.17
Standard Deviation: 1.06

9. SPELLING



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	1	1	0.5%	0.5%
1	1	2	0.5	1.0
2	8	10	4.0	5.0
3	22	32	11.0	16.0
4	47	79	23.5	39.5
5	95	174	47.5	87.0
6	26	200	13.0	100.0

Mean: 4.51
Standard Deviation: 1.07

CHAPTER 3

SAMPLES OF PERSUASIVE WRITING

This chapter contains four sample products on the persuasive writing task. Students were asked to take, and defend, a position for or against one of the following six statements:

- Grade 8 students should have a 9:00 p.m. curfew.
- "Groundings" are fair punishments.
- Schools should have the right to tell students what dress and appearance are appropriate.
- School attendance should be voluntary.
- Girls should be allowed to play on boys' teams.
- The driving age should be raised to 18.

The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 2 presents a summary of the results on this task for the provincial sample.

SAMPLE 1

Girls should be allowed to play on boys' teams

Ever since mankind started women have been known to be physically inferieur to man. I don't believe so. I think that a girl can be just as good as a boy and even better in some cases. Whether your a girl or boy should not be a determining facter in sports or anywhere.

For a long time Girls have been inferior to boys. If you had hard work to do you would probably ask a boy to do it, but times are changing. More and more girls are starting to join boys' sports. A lot of boys think that if they have girls on their team they will lose badly and that the girls will never stop making mistakes. The problem is with an attitude like that the boy will probably never give the girl a chance, when all this time she is probably better than the boy.

Most people when playing a sport will think "We don't want her on our team she'll always make mistakes the will lose." sometimes when a girl aply's for a job she can't get it because she's a girl. I don't think that's faire because why should the fact that your a girl or boy determine weather or not you should get the job or play on the team. A lot of girls have gotten high and superior jobs for example, Jeanne Sauvé. I think she deserves the position she has and if she can handle a position so high why couldn't another girl handle a simpler job.

Respect for a person of a différent sex on a team can be hard at times, but all you have to do is have confidence in yourself and in the other person. In conclusion a boy of quality should not be threatened by a girl of equality.

GENERAL IMPRESSION MARK = 11

ANALYTIC SCALE		MARK
1.	Organization and Sequence	5
2.	Word Choice	5
3.	Focus or Theme	6
4.	Ideas	5
5.	Choice of Details/Elaboration	6
6.	Sentence Structure	5
7.	Usage	5
8.	Punctuation and Capitalization	5
9.	Spelling	4

SAMPLE 2

"Groundings" are fair punishments

Not everybody's perfect, and that's why I think that groundings are fair punishments.

Groundings are good for us, whether we like it or not. It helps us in many ways. Groundings help people realize that what they have just done is wrong. It teaches them that they shouldn't do or try it again.

When parents ground their children it's for a good reason. Parents do this because they want their children to grow up to do the right things. They don't to see us in mischief all the time. Parents ground us because they love us. They care about how we grow up and what happens to us.

If parents don't ground us, how will we ever learn? We'll go through life and keep making the same mistakes over and over again. Then, when we get older and want to try something which isn't right, we'll say to ourselves, "Hey I did it when I was young, and never got in trouble, why not do it again."

Now, for how long the grounding period is, should be based on what the child did. The grounding should be suitable for the act of the child. After the ground is over the child should have learned his or her lesson. But if they didn't the parents should repeat the procedure, but this time for a longer period.

So try and do things the right way. Think about what you are getting yourself into before you make any further moves. Then, you won't have to worry about getting grounded. And, I tell you, that being grounded isn't fun at all.

GENERAL IMPRESSION MARK = 9

ANALYTIC SCALE		MARK
1.	Organization and Sequence	3
2.	Word Choice	5
3.	Focus or Theme	3
4.	Ideas	4
5.	Choice of Details/Elaboration	4
6.	Sentence Structure	6
7.	Usage	5
8.	Punctuation and Capitalization	5
9.	Spelling	6

SAMPLE 3

Girls should be allowed to play on boy's teams

"Girls are weaklings". We hear this often by coaches for boy's basketball, soccer, baseball or any other sport including hockey. We'll take hockey for an example. We all know that this is a rough sport, but some girls can take roughness. If she doesn't want to play she doesn't have to. If she does, than I think she has every right to.

Nowaday, they have women's liberation, so she should be accepted on a boy's team. They either think we're weak or we'll get hurt or we're too fragile. Well, boys aren't all that different either. They have muscles, so do we. They can play hockey, we can do just as good. Why do you think we have tryouts. If your good, and want a better challenge, sign up for a boy's team. What can they say? It's worth a shot. We should all be considering that we can play just as well and better.

I think the governement is prejaduce. They don't want to see the woman to step up before man. If it wasn't for us, there would be not one person on this earth.

Did you ever see a woman win an election? No. Did you ever see a girl playing on a boy's hockey, soccer or any other sport you can think? Not me. Maybe soccer is a sport we are considering for girls but the boys don't seem to like it very much. They'd go to any kind of limit just to try to kick us off the team. If they don't, they just pester us until we leave ourself. But we know to handle or take it. So they better start getting the idea, girls are no different, and we're not supposed to be. Not by a long shot.

GENERAL IMPRESSION MARK = 7

ANALYTIC SCALE		MARK
1.	Organization and Sequence	3
2.	Word Choice	3
3.	Focus or Theme	3
4.	Ideas	3
5.	Choice of Details/Elaboration	3
6.	Sentence Structure	3
7.	Usage	2
8.	Punctuation and Capitalization	4
9.	Spelling	5

SAMPLE 4

Dress Code

"Against!"

They shouldn't have the right to tell us what to wear because we want to wear whatever comefortable with us. For exemple its 25°C outside and we want to were shorts to schools but "No" we can't we haft to wear pants. Its our life so what if somebody sees our legs like "Big Deal!"

GENERAL IMPRESSION MARK = 2

ANALYTIC SCALE		MARK
1.	Organization and Sequence	1
2.	Word Choice	2
3.	Focus or Theme	2
4.	Ideas	1
5.	Choice of Details/Elaboration	1
6.	Sentence Structure	2
7.	Usage	2
8.	Punctuation and Capitalization	2
9.	Spelling	2

CHAPTER 4

RESULTS OF NARRATIVE WRITING

This chapter presents a summary of the scores assigned on the narrative writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 5 contains four sample stories along with the marks assigned by the provincial scorers.

General Impression Marking

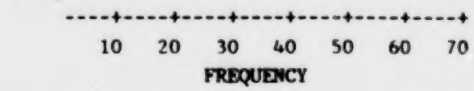
G.I.M. SCORES (TWO SCORES COMBINED)		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	|****	4	4	2.0%	2.0%
1	|*	1	5	0.5	2.5
2	|**	2	7	1.0	3.5
3	|*******	7	14	3.5	7.0
4	|**************	14	28	7.0	14.0
5	|**********************	21	49	10.5	24.5
6	|**	39	88	19.5	44.0
7	|**********************************	34	122	17.0	61.0
8	|*****************************	29	151	14.5	75.5
9	|************************	25	176	12.5	88.0
10	|**********	11	187	5.5	93.5
11	|**********	12	199	6.0	99.5
12	|*	1	200	0.5	100.0

----+----+----+----+----+----+----+----+
10 20 30 40
FREQUENCY

Mean: 6.85
Standard Deviation: 2.33

Analytic Marking

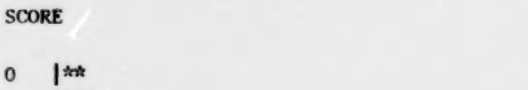
1. ORGANIZATION AND SEQUENCE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	5	5	2.5%	2.5%
1	7	12	3.5	6.0
2	25	37	12.5	18.5
3	53	90	26.5	45.0
4	69	159	34.5	79.5
5	33	192	16.5	96.0
6	8	200	4.0	100.0

Mean: 3.53
Standard Deviation: 1.26

2. WORDING AND STYLE



SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	5	5	2.5%	2.5%
1	6	11	3.0	5.5
2	28	39	14.0	19.5
3	77	116	38.5	58.0
4	47	163	23.5	81.5
5	33	196	16.5	98.0
6	4	200	2.0	100.0

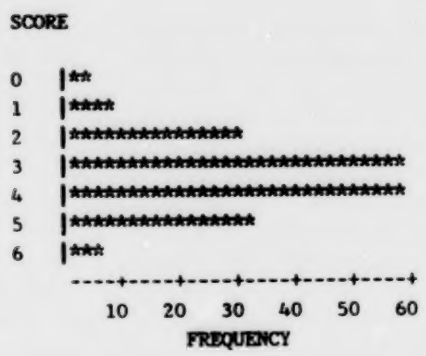
Mean: 3.35
Standard Deviation: 1.20

3. FOCUS OR THEME

SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	5	5	2.5%	2.5%
1	6	11	3.0	5.5
2	26	37	13.0	18.5
3	57	94	28.5	47.0
4	69	163	34.5	81.5
5	31	194	15.5	97.0
6	6	200	3.0	100.0

Mean: 3.48
Standard Deviation: 1.22

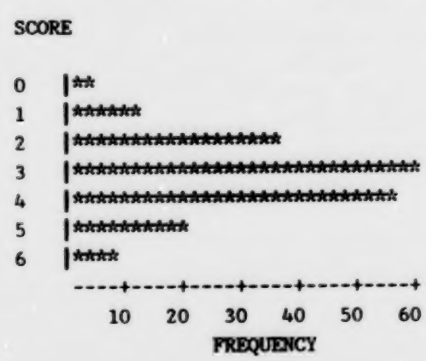
4. IDEAS



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
5	5	2.5%	2.5%
9	14	4.6	7.0
30	44	15.0	22.0
58	102	29.0	51.0
59	161	29.5	80.5
32	193	16.0	96.5
7	200	3.5	100.0

Mean: 3.41
Standard Deviation: 1.28

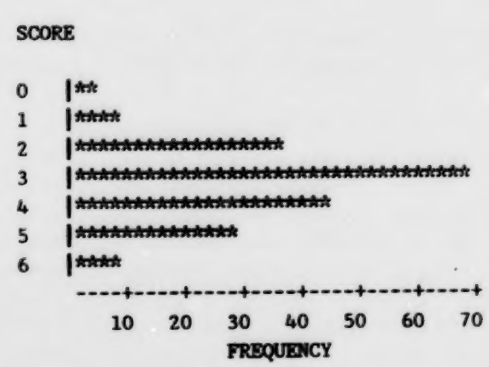
5. CHOICE OF DETAIL/ELABORATION



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
5	5	2.5%	2.5%
12	17	6.0	8.5
36	53	18.0	26.5
60	113	30.0	56.5
57	170	28.5	85.0
21	191	10.5	95.5
9	200	4.5	100.0

Mean: 3.26
Standard Deviation: 1.30

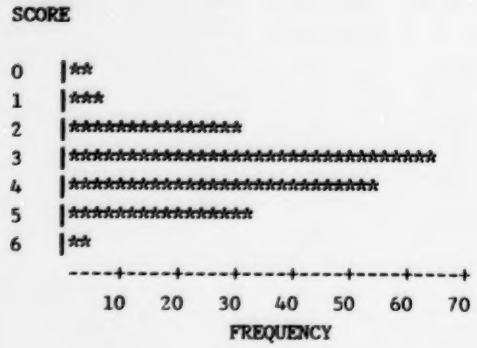
6. SENTENCE STRUCTURE



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
5	5	2.5%	2.5%
8	13	4.0	6.5
36	49	18.0	24.5
69	118	34.5	59.0
45	163	22.5	81.5
28	191	14.0	95.5
9	200	4.5	100.0

Mean: 3.31
Standard Deviation: 1.29

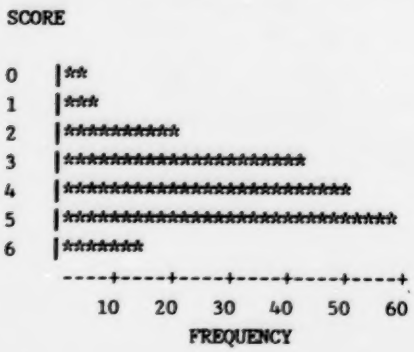
7. USAGE



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
5	5	2.5%	2.5%
7	12	3.5	6.0
31	43	15.5	21.5
64	107	32.0	53.5
55	162	27.5	81.0
33	195	16.5	97.5
5	200	2.5	100.0

Mean: 3.38
Standard Deviation: 1.24

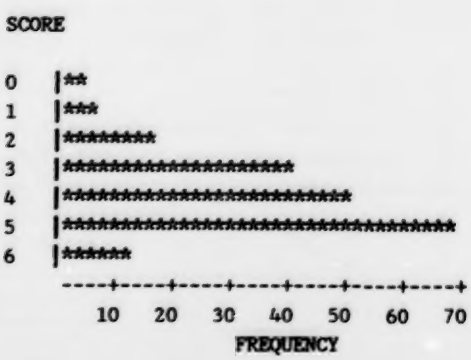
8. PUNCTUATION AND USE OF CAPITALS



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
5	5	2.5%	2.5%
7	12	3.5	6.0
21	33	10.5	16.5
43	76	21.5	38.0
50	126	25.0	63.0
59	185	29.5	92.5
15	200	7.5	100.0

Mean: 3.82
Standard Deviation: 1.39

9. SPELLING



FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
5	5	2.5%	2.5%
7	12	3.5	6.0
16	28	8.0	14.0
41	69	20.5	34.5
51	120	25.5	60.0
68	188	34.0	94.0
12	200	6.0	100.0

Mean: 3.89
Standard Deviation: 1.35

CHAPTER 5

SAMPLES OF NARRATIVE WRITING

This chapter contains four sample products on the narrative writing task. Students were asked to choose one of four time periods: prehistoric times, the exploration period, a memorable time in their life, or the year 2525 in their own community. They were then instructed to write a story set in that time period. The samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 4 presents a summary of the results on this task for the provincial sample.

SAMPLE 1

Time Travel to Ancient Egypt

It is the year 1997 and a fourteen year old boy, Johnathon Verbins is about to experience the wonders of time travel. Just moments ago Johnathon and his friend Micheal discovered the cylinder-like machine in the home of Albert Einstein in a supposed secret laboratory. Micheal will not be able to travel with Johnathon because only one person at a time can travel through time.

"O.K. Mike, are the coordinates set for the year 2100 B.C., location Egypt?" asked Johnathon.

"You bet!" exclaimed Mike.

"Prepare to press the button in five seconds. Start the countdown, now!" said Johnathon in a exhilirating manner.

"Five, four, three, two, one, activate."

Johnathon feels a sudden kickback and then everything goes black for what seems to be hours. And then with an enormous clash, the time machine enters a different time, a different century.

It is now the year 2100 B.C., ancient Egypt. Johnathon recollects himself and prepares to continue his journey to discover the secrets of Egypt. But as he staggers to get up he sees a huge structure before his very eyes. Johnathon has never seen a pyramid before, only pictures of one. And now he is seeing one of the seven wonders of the world being built. He now sees the secret to its construction. Johnathon watches closely as he sees the slaves pull up the stone by the use of a pulley. When the stone reachs the top it is attached to another cable and slid across to its destination.

"Hey, you!" shouted the guard of the slaves.

Johnathon did not say a word he could not believe the miracle that was being created before his very eyes. It just stunned him. The guard grabbed Johnathon by the shoulder bringing back to reality. (If one could truly call all of this a reality.)

"Huh," Johnathon finally spoke. "Unhand me."

"No! I am taking you to might pharoah," said the guard in a commanding voice. "He shall decide your fate for trespassing."

"But I wasn't trespassing, I came from another time in a time machine," explained Johnathon.

The guard stopped suddenly, and in a somewhat confused voice he said, "You speak the truth don't you. But I am sorry it is for pharoah to decide your fate not I."

Johnathon was surprised that the guard had believed him. He had not planned on telling the guard where he came from, it was just an impulse.

"I am Johnathon. What is your name?" asked Johnathon.

"I am Allica, pharoah chief guard," replied the guard. "Now tell me how you made that machine."

But before Johnathon could explain to Allica that it wasn't him that built the time machine, the pharoah appeared.

"What manner of being is this?" shouted the pharoah. "I King Tut shall not have a fool, clothed like this, and having the appearance of an ape in my Kingdom."

"I come in peace," said Johnathon.

"Do not speak unless told too," yelled King Tut.

Without a word Johnathon handed him his watch, a soft drink and a bag of chips.

"What am I to do with this?" asked King Tut.

"They are gifts," replied Johnathon. And without hesitation he demonstrated on how to use each gift. He should King Tut the use of a watch, that the chips were edible and that the soft drink was a beverage.

King Tut was quite pleased with Johnathon's demonstration and offered him the rank of chief advisor. However, King Tut's former advisor was displeased with this and instanteously attacked Johnathon. But before he could reach Johnathon, the guards shot him with pistols. Johnathon could not believe it a prehistoric civilization with pistols.

Johnathon later revealed his ignorance about the Egyptian ways and told Tut of his journey from another time. King Tut was fascinated with Johnathon's ways and ideas. So in exchange for Johnathon's wise and clever ways the pharoah, King Tut told him the secrets of Egypt.

After years of learning the ways of Egypt, Johnathon asked permission to return home.

"I will miss you wise one," said King tut.

"As I will you," replied Johnathon.

With the press of a button the time machine appeared before him. Just as Johnathon prepared to enter the time machine, Allica shouted out and pushed him aside. Johnathon looked up and saw the falling that Allica had saved him from. But, in Allica's effort to save Johnathon, he sacrificed is own, and the time machine was destroyed.

"No-o-oo-oo-o!!"

GENERAL IMPRESSION MARK = 12

ANALYTIC SCALE		MARK
1.	Organization and Sequence	6
2.	Word Choice	5
3.	Focus or Theme	6
4.	Ideas	6
5.	Choice of Details/Elaboration	6
6.	Sentence Structure	6
7.	Usage	5
8.	Punctuation and Capitalization	6
9.	Spelling	6

SAMPLE 2

The most memorable time in my life that I wish to revisit is only two months ago when my hockey team and I went to Winnipeg Beach. We went there for the Pee-Wee "D" Provincial playdowns.

The first game we played, we lost against Oakville 6-5. After the second period of that game, we were leading 5-3 but in the third, Oakville came back to score three goals on me.

On Friday night, at 9 o'clock, we played our second game of the tournament. We beat Waskada 3-2, it was a very close game! Right after the game, I went straight to my motel room and straight to bed. That's after I had taken my shower of course.

Saturday afternoon, we played against Winnipegossis and we beat them 8-7. I had played an awful game in net. It was a good thing that my team mates kept on scoring when we were down by two or three goals or else we would have gone home that same night.

Saturday night, two of my friends and I went to Gimli for supper, it was very good! When we got back to Winnipeg Beach, my two friends came into my room to watch television. Later on, they found out that there was a party for the parents in their room so they slept in mine. They took both of the beds in my room so I, bealieve it or not, slept in the bathtub!

I guess sleeping in the bathtub gave me good luck because on Sunday morning, we played the semi-finals against the home team, Winnipeg Beach, and won 4-3. I played a fantastic game and reaceived a medal for being the most valuable player of the game. They had outplayeded us but we had beaten them where it counted, on the scoreboard!

In the final game, we played against Oakville. We had lost against them in the first game of the tournament. They thought they were going to beat us easily. We sure surprised them by going in after the second period leading 5-2. In the third period, we didn't look back and went on to win by a score of 8-2. I got my second medal of the tournament for being the most valuable player of the game for two consecutive games.

Today, I can proudly say that I am the goalie of the best Pee-Wee team in Manitoba!

GENERAL IMPRESSION MARK = 9

ANALYTIC SCALE		MARK
1.	Organization and Sequence	5
2.	Word Choice	4
3.	Focus or Theme	4
4.	Ideas	3
5.	Choice of Details/Elaboration	3
6.	Sentence Structure	4
7.	Usage	5
8.	Punctuation and Capitalization	5
9.	Spelling	5

SAMPLE 3

1993: Results of a Nuclear War

The year is 1988 and my friend Jason and I have just finished building a time-machine. It's a miniture replica of a space-shuttle.

In two hours one of us will test it. We both want too, so we decide to flip a coin, I win. I want to go into the futur, 1993, five years from now, because I'll be finished with school.

I give the date to the computer and presto, I'm in the futur. When I get out of the shuttle there is nothing left on the planet, just a desert of ashes.

Suddenly my shuttle and I cave into the ground. There are people there. Jason is there along with Michael, Cory and Jodie, my other friends. They are deformed and pieces of their bodies are missing. Jason tells me that there was a nuclear war.

It started because in 1988, after the Soviets moved their soldiers out of Afghanistan, they dropped an atomic bomb and destroyed the country of Afghanistan. George Bush, the president of the United States "futur president for us?" was enraged by the Soviets actions because the Soviets promised not to use an atomic bomb. George Bush fought for the Afghanistans, and that's how World War III began. And the only survivors are deformed and live underground. Jason told me I could prevent this by talking to the president of Russia and the United States.

So I set the date for 1988 and returned. I told the two presidents about my time-machine and about the nuclear war. The soviets decided not to destroy Afghanistan. So now I only use my time machine for research of prehistoric times.

GENERAL IMPRESSION MARK = 7

ANALYTIC SCALE		MARK
1.	Organization and Sequence	5
2.	Word Choice	4
3.	Focus or Theme	4
4.	Ideas	5
5.	Choice of Details/Elaboration	4
6.	Sentence Structure	4
7.	Usage	3
8.	Punctuation and Capitalization	5
9.	Spelling	5

SAMPLE 4

In my past years you wouldn't bealeve how much fun I had. Now that I realize how much things and fun I had in the past few years.

When I was about 5 years of age may Mother and Father had bought a tent I was very excited when we sleped in it for the time at Falcon Lake.

During our summer vacations I was very angcious to water ski but the day finaly came. I was putting my skies on when I was finished I said hit it all of a sudden I was on 2 skies. A year after I decided that I wanted to try to slalom it was imposible but I keped trying 6 days after I had it I was very proud of miself.

Then at the end of those summer vacations my father bought the family an all terrain vihical it was a Honda 250 and it's bean one year we have it and I stil didn't get bouned of it.

Now in 6 months we are going to forida I hope our family will enjoy it. I am looking forward to have lots of fun and to have a very sucsesful vacation through our 2 weeks that we are going to be there.

By making this SA we call made me reflexe on all the things we have but don't realy recognize and I realy enjoyed making this SA because I get the chance to realy look at the things that I have left behind me.

GENERAL IMPRESSION MARK = 3

ANALYTIC SCALE		MARK
1.	Organization and Sequence	2
2.	Word Choice	1
3.	Focus or Theme	1
4.	Ideas	2
5.	Choice of Details/Elaboration	1
6.	Sentence Structure	1
7.	Usage	1
8.	Punctuation and Capitalization	2
9.	Spelling	1

CHAPTER 6

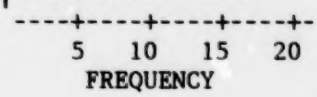
RESULTS OF SPELLING TEST

This chapter presents the results of the spelling test. Students were presented with a list of twenty-four words to spell. The words were spoken in isolation, used in a sentence, and finally repeated in isolation for the students.

Word	Percentage of students spelling word correctly	Word	Percentage of students spelling word correctly
1. scientist	91.5%	13. generally	69.5%
2. items	89.0	14. official	79.5
3. companies	86.5	15. eliminate	45.5
4. economy	79.5	16. parliament	28.5
5. describe	79.0	17. necessary	60.5
6. personnel	44.0	18. finally	82.0
7. restaurant	81.5	19. funeral	82.0
8. confusion	91.5	20. wealthy	70.0
9. complain	90.5	21. experiment	74.0
10. temperature	74.5	22. obvious	84.0
11. immigrants	50.0	23. employee	67.0
12. community	76.5	24. deduction	93.5

Distribution of Total Numbers of Words Spelled Correctly

NUMBER OF WORDS SPELLED CORRECTLY		FREQUENCY	CUMULATIVE FREQUENCY	PERCENT OF STUDENTS	CUMULATIVE PERCENT
0	***	3	3	1.5%	1.5%
1	*	1	4	0.5	2.0
2		0	4	0.0	2.0
3	**	2	6	1.0	3.0
4		0	6	0.0	3.0
5		0	6	0.0	3.0
6	**	2	8	1.0	4.0
7	***	3	11	1.5	5.5
8	**	2	13	1.0	6.5
9	****	4	17	2.0	8.5
10	*****	5	22	2.5	11.0
11	**	2	24	1.0	12.0
12	******	6	30	3.0	15.0
13	*****	5	35	2.5	17.5
14	********	8	43	4.0	21.5
15	*******	7	50	3.5	25.0
16	**********	19	69	9.5	34.5
17	**********	12	81	6.0	40.5
18	**********	18	99	9.0	49.5
19	******	6	105	3.0	52.5
20	**********	21	126	10.5	63.0
21	**********	21	147	10.5	73.5
22	**********	21	168	10.5	84.0
23	**********	15	183	7.5	91.5
24	**********	17	200	8.5	100.0



Mean: 17.70
Standard Deviation: 5.26